

ARC SUMMARY OF RECOMMENDATIONS RUBRIC

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I. CURRICULUM	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Is managed by group of identified faculty who are assigned the responsibility of regular curriculum review and development	A group of faculty that possesses appropriate academic credentials are identified, and curriculum review and development is ongoing (meets at least once every semester/term). In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.	A group of appropriate faculty is identified and regular curriculum review is apparent (meets at least once a year). In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	A group of appropriate faculty is identified and regular curriculum review is apparent (though it may not indicate how often they meet). In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	Either a group of faculty is not identified or the group is not appropriate, curriculum review is not regular (not conducted at least annually), not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Provides for Acceptable coverage of all applicable licensure, certification, etc. requirements	Curriculum shows clear alignment with applicable licensure/certification, etc. requirements (e.g., standards are aligned with each course objective). In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Curriculum is aligned with applicable licensure/certification, etc. requirements or there are no applicable licensure/certification, etc. requirements. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow	Curriculum is aligned with applicable licensure/certification, etc. requirements or there are no applicable licensure/certification, etc. requirements. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern	Curriculum is not aligned with applicable licensure, certification, etc. requirements; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of pre-eminence outlined in the IRC report or the elements of preeminence are not provided. Program needs

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		and/or there may be a limiting factor preventing the program from reaching the preeminent level.	may be out of program's immediate control (e.g., lack of resources).	significant improvement in this area.
Is well organized with clear objectives, requirements, assignments, and grading procedures	The curriculum is clearly aligned with program outcomes, syllabi are consistent and accessible, and the curriculum is exhaustive of all offerings with no suggestions for improvement. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	The curriculum is aligned with program outcomes, syllabi are consistent and accessible, and the curriculum has minor suggestions for improvement. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	The curriculum is aligned with program outcomes, syllabi are consistent and accessible, and the curriculum has suggestions for improvement. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	The curriculum is not aligned with program outcomes, syllabi are not consistent, syllabi are inaccessible, the curriculum has major suggestions for improvement, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of preeminence are not provided. Program needs significant improvement in this area.
Employs effective educational technology in its delivery	The program effectively employs innovative educational technology (e.g., specialized software, mobile technology, and/or high-end technology) to deliver content. Application of the innovative technology is	The program employs effective educational technology in its delivery, including at minimum CANVAS, Collaborate, etc. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined	The program employs effective educational technology in its delivery, including at minimum CANVAS, Collaborate, etc. In addition, the information provided is partially aligned with the elements of pre-eminence outlined	The program does not employ educational technology in its delivery, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence

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	reflected in the syllabi. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
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II. FACULTY	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Are sufficient in number for teaching and supervision	The faculty is sufficient in number for teaching and supervision; teaching and/or supervisory loads are manageable. If the program is accredited, guidelines of the accrediting agency should be exceeded. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	The faculty is sufficient in number for teaching and supervision, although teaching and/or supervisory loads may be heavy, the EC did not recommend additional faculty. If the program is accredited, guidelines should be met. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or a limiting factor preventing the program from reaching the preeminent level.	The faculty is sufficient in number for teaching and supervision, although teaching and/or supervisory loads may be heavy, the EC did not recommend additional faculty. If the program is accredited, guidelines should be met. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	The faculty is insufficient in number for teaching and/or supervision according to the IRC and EC, teaching and/or supervisory loads are not manageable, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Possess appropriate credentials and expertise for teaching in the field	The faculty credentials and expertise for teaching in the field are excellent. All faculty hold an earned doctorate in the field or have terminal degrees in the field. In addition, the information provided is fully aligned with the elements of pre-	The faculty credentials and expertise for teaching in the field are appropriate. Most of the faculty hold earned doctorates, have sufficient professional experience, or have terminal degrees in the field. In addition, the information provided is mostly aligned with the	The faculty credentials and expertise for teaching in the field are appropriate. Most of the faculty hold earned doctorates, have sufficient professional experience, or have terminal degrees in the field. In addition, the information provided is partially aligned with the	The faculty credentials and expertise for teaching in the field are not appropriate; few, if any, of the faculty have earned doctorates, or terminal degrees, or the degrees are not in field. not enough information is provided in the IRC and/or EC reports to make a determination; or

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	eminence outlined in the IRC report.	elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Reflect cutting-edge knowledge in their field as evidenced by scholarly involvement and other similar activities	The majority of the faculty reflects cutting-edge knowledge in their field as evidenced by extensive scholarly involvement and other similar activities (e.g., externally funded research, publications, presentations, editorships, service to professional organizations). The IRC and EC provide commentary to support this. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	The majority of the faculty is engaged in scholarly involvement and other similar activities. Heavy faculty and/or supervisory loads may be limiting some faculty. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	The majority of the faculty is engaged in scholarly involvement and other similar activities. Heavy faculty and/or supervisory loads may be limiting some faculty. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	The majority of the faculty is not engaged in scholarly involvement or other similar activities, heavy faculty and/or supervisory loads prevent faculty from focusing on scholarly endeavors, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Reflect evidence of familiarity with effective educational techniques and technology	The majority of faculty integrates innovative educational techniques and technology (e.g.,	The majority of faculty integrates effective educational techniques and technology into their	The majority of faculty integrates effective educational techniques and technology into their	The majority of faculty fails to effective educational techniques and technology into their

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	<p>mobile technology, embedded videos, social media, specialized technology) into their teaching as evidenced by the IRC and EC report. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>teaching, including at minimum CANVAS, Collaborate, etc. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.</p>	<p>teaching, including at minimum CANVAS, Collaborate, etc. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).</p>	<p>teaching or does not integrate technology at all, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.</p>
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III. STUDENTS	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
<p>Are selected based on measurable standards that Reflect aptitude to perform in the program</p>	<p>Students are selected based on multiple, measurable standards that are stated clearly and easily located, and reflect aptitude to perform in the program. Additionally, students are performing well in the program based on high graduation rates and achievement of learning outcomes. In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.</p>	<p>Students are selected based on measurable standards that are clearly stated and/or readily accessible and reflect aptitude to perform in the program. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.</p>	<p>Students are selected based on measurable standards that are clearly stated and/or readily accessible and reflect aptitude to perform in the program. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program’s immediate control (e.g., lack of resources).</p>	<p>Students are not selected based on measurable standards; or those standards are not clearly stated, not easily accessible, or do not reflect aptitude to perform in the program; not enough information is provided in the IRC and/or EC reports to make a determination: or there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.</p>
<p>Are effectively tracked and provided ongoing advisement /counseling through the program</p>	<p>Students are effectively tracked and provided program-specific academic advising throughout the program and an extensive remediation plan is followed for those students not meeting expectations. No issues with academic advising are presented by the IRC or EC. In addition, the</p>	<p>Students are effectively tracked and provided ongoing advisement/ counseling through the program. Remediation is discussed. Minimal issues with academic advising are presented by the IRC or EC. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined</p>	<p>Students are effectively tracked and provided ongoing advisement/ counseling through the program. Remediation is discussed. Minimal issues with academic advising are presented by the IRC or EC. In addition, the information provided is partially aligned with the elements of pre-eminence outlined</p>	<p>Students are not effectively tracked throughout the program or students are not provided ongoing advisement/counseling through the program. Issues with academic advising are presented by the IRC and/or the EC, not enough information is provided in the IRC and/or EC reports to</p>

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	information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of preeminence are not provided. Program needs significant improvement in this area.
Are tracked after graduation and are regularly 'placed' in settings (job, advanced education, etc.) that are consistent with program goals	Students are effectively tracked after graduation at regular intervals and consistently 'placed' in settings (job, advanced education, etc.) that are consistent with program goals. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Students are tracked after graduation and are 'placed' in settings (job, advanced education, etc.) that are consistent with program goals. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	Students are tracked after graduation and are 'placed' in settings (job, advanced education, etc.) that are consistent with program goals. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	Students are not tracked after graduation, not regularly 'placed' in settings (job, advanced education, etc.) that are consistent with program goals, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Routinely achieve the Student Outcomes that have been established by the program	Students consistently achieve the Student Learning Outcomes that have been established by the program, as identified in the ASLO report, and	Students regularly achieve the Student Learning Outcomes that have been established by the program. The learning outcomes and	Students regularly achieve the Student Learning Outcomes that have been established by the program. The learning outcomes and	Students do not regularly achieve the Student Learning Outcomes, the direct assessment measures are not appropriate, not enough

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	<p>the learning outcomes and direct assessment measures are appropriate and measurable. The program details a plan for measuring student achievement of learning outcomes on a continuous basis. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>direct assessment measures are appropriate and measurable. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.</p>	<p>direct assessment measures are appropriate and measurable. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).</p>	<p>information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.</p>
<p>Actively participate in faculty scholarship/research</p>	<p>Students at the undergraduate level (or in non-research oriented graduate programs) actively participate in faculty scholarship/research. Students at the graduate level actively and extensively participate in faculty scholarship/research. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.</p>	<p>Students at the undergraduate level (or in non-research-oriented graduate programs) are provided opportunities to participate in faculty scholarship/research. Students at the graduate level actively participate in faculty scholarship/research. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow</p>	<p>Students at the undergraduate level (or in non-research-oriented graduate programs) are provided opportunities to participate in faculty scholarship/research. Students at the graduate level actively participate in faculty scholarship/research. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern</p>	<p>Students at the undergraduate level (or in non-research-oriented graduate programs) are not provided opportunities to participate in faculty scholarship/research. Students at the graduate level do not participate in faculty scholarship/research. Or not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the</p>

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		and/or there may be a limiting factor preventing the program from reaching the preeminent level.	may be out of program's immediate control (e.g., lack of resources).	IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
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IV. EDUCATIONAL SUPPORT SERVICES	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Faculty development opportunities are provided to all levels of faculty	Extensive and appropriate faculty development opportunities are provided to all levels of faculty, including adjunct faculty (i.e., the program provides full funding and support for conferences, workshops, professional development, CEUs, etc.; and funds faculty’s journal subscriptions, association dues, etc.). In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Adequate and appropriate faculty development opportunities are provided to all levels of faculty, including adjunct faculty (i.e., the program provides funding and support for conferences and workshops). In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	Adequate and appropriate faculty development opportunities are provided to all levels of faculty, including adjunct faculty (i.e., the program provides funding and support for conferences and workshops). In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program’s immediate control (e.g., lack of resources).	Faculty development opportunities are not appropriate or adequate according to the EC, opportunities are not provided to adjunct faculty, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Educational support is provided through availability of technology, library resources, and other similar services	Extensive educational support and training are provided through availability of high-end, specialized technology, library resources, and other similar services. Examples must be provided. In addition, the information provided is	Educational support and training are provided through availability of technology, library resources, and other similar services. In addition, the information provided is mostly aligned with the elements of preeminence outlined	Educational support and training are provided through availability of technology, library resources, and other similar services. In addition, the information provided is partially aligned with the elements of preeminence outlined	Educational support and/or training are not provided through availability of technology, library resources, or other similar services; not enough information is provided in the IRC and/or EC reports to

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	fully aligned with the elements of pre-eminence outlined in the IRC report.	in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	make a determination; or there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Administrative services such as course registration, financial aid, career counseling, etc. are routinely available	Administrative services such as course registration, financial aid, and/or career counseling, etc. are extensive (i.e., available in multiple formats and at all applicable sites); available anywhere, anytime; and students know how to access them. In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.	Administrative services such as course registration, financial aid, career counseling, etc. are sufficient, available throughout the year, and students know how to access them. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	Administrative services such as course registration, financial aid, career counseling, etc. are sufficient, available throughout the year, and students know how to access them. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	Administrative services such as course registration, financial aid, and/or career counseling, etc. are not sufficient, not routinely available, or students do not know how to access them. Or not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Faculty and administrators are routinely available to students as mentors and problem solvers	Faculty and administrators are always available to students as mentors and problem	Faculty and administrators are available (during normal business hours) to	Faculty and administrators are available (during normal business hours) to	Faculty and/or administrators are not available to students as mentors and problem

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	<p>solvers; faculty and/or administrators go above and beyond to mentor and assist students. In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.</p>	<p>students as mentors and problem solvers. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.</p>	<p>students as mentors and problem solvers. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).</p>	<p>solvers, heavy teaching and/or supervisory loads limit availability considerably, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the elements of preeminence are not provided. Program needs significant improvement in this area.</p>
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V. PROGRAM MISSION AND OPERATION	DISTINGUISHED	ACCOMPLISHED	ACCEPTABLE	DEVELOPING
Are consistent and compatible with University mission, goals, and objectives	Program-specific mission and vision statements are readily accessible (i.e., easily found on the program homepage and in marketing materials, academic catalogues, etc.) compatible, and consistent with NSU’s mission, vision, goals, and objectives. In addition, the information provided is fully aligned with the elements of pre-eminence outlined in the IRC report.	Program mission and/or vision statement is consistent and compatible with NSU’s mission, vision, goals, and objectives. In addition, the information provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	Program mission and/or vision statement is consistent and compatible with NSU’s mission, vision, goals, and objectives. In addition, the information provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program’s immediate control (e.g., lack of resources).	Program mission and/or vision statements are not consistent or compatible with NSU’s mission, vision, goals, and objectives; the program does not have mission and vision statements; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Avoid redundancy with other University programs and activities	There are no other similar programs or activities at the University; specific evidence of avoiding redundancy is provided. In addition, the information provided is fully aligned with the elements of pre-	There are no other similar programs or activities at the University the IRC claims that there is no redundancy but does not demonstrate specific evidence. In addition, the information provided is mostly aligned with the elements of pre-eminence	There are no other similar programs or activities at the University; however, claims and/or evidence to support the program’s uniqueness may be lacking. In addition, the information provided is partially aligned with the elements of pre-eminence	The program duplicates other University programs and activities, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of pre-eminence outlined in the IRC report, or the

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	eminence outlined in the IRC report.	outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	elements of pre-eminence are not provided. Program needs significant improvement in this area.
Reflect collaborative efforts with other University Departments, Schools, and Colleges	The program reflects extensive collaborative efforts with other University Centers, Schools, and Colleges. Evidence of multiple collaborations are provided. In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.	The program reflects collaborative efforts with other University Centers, Schools, and Colleges. Evidence of collaboration with at least one other college or department is provided. In addition, the information provided is mostly aligned with the elements of pre-eminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.	The program reflects collaborative efforts with other University Centers, Schools, and Colleges. Evidence of collaboration with at least one other college or department is provided. In addition, the information provided is partially aligned with the elements of pre-eminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).	The program does not reflect collaborative efforts with other University Centers, Schools, and Colleges; no evidence is provided to support collaborative efforts; not enough information is provided in the IRC and/or EC reports to make a determination; or there is no connection with the elements of preeminence outlined in the IRC report or the elements of pre-eminence are not provided. Program needs significant improvement in this area.
Functions cooperatively with University Academic compliance offices (i.e., IE and ARC)	The program functions cooperatively with University Academic compliance offices (i.e., IE and ARC); evidence is provided to suggest the	The program functions cooperatively with University Academic compliance offices (i.e., IE and ARC). In addition, the information	The program functions cooperatively with University Academic compliance offices (i.e., IE and ARC). In addition, the information	The program does not function cooperatively with University Academic compliance offices (i.e., IE and ARC) and evidence of this is

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	<p>program went above and beyond what was asked of them. In addition, the information provided is fully aligned with the elements of preeminence outlined in the IRC report.</p>	<p>provided is mostly aligned with the elements of preeminence outlined in the IRC report, but the program is not yet at the preeminent level. There is still room to grow and/or there may be a limiting factor preventing the program from reaching the preeminent level.</p>	<p>provided is partially aligned with the elements of preeminence outlined in the IRC report, and the program has ample room for improvement. Multiple areas of concern may be out of program's immediate control (e.g., lack of resources).</p>	<p>provided, not enough information is provided in the IRC and/or EC reports to make a determination, there is no connection with the elements of preeminence outlined in the IRC report, or the elements of pre-eminence are not provided. Program needs significant improvement in this area.</p>
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